ADJUSTMENT OF PROSPECTIVE TEACHERS AS RELATED TO THEIR SELF- EFFICACY AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

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CHAIL CHOWK, MANDI (H.P.) – 175028

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DECLARATION

I hereby declare that the synopsis entitled **"ADJUSTMENT OF PROSPECTIVE TEACHERS AS RELATED TO THEIR SELF- EFFICACY AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

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Date: 18/10/2020

Signature of the Scholar

Name of Scholar

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Forwarded by: Concerned Supervisor

Place: Chail- Chowk

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CERTIFICATE

This is to certify that the thesis titled, **"ADJUSTMENT OF PROSPECTIVE TEACHERS AS RELATED TO THEIR SELF- EFFICACY AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES"** is an original piece of work done by Jyoti under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi, H.P. I also certify that this work is has not been submitted to any other University for a Ph.D. degree.

Place: Chail - Chowk

Date: 20/10/2020

Signature of the Supervisor

Name of the Supervisor

Dr. Promila

THE TITLE

ADJUSTMENT OF PROSPECTIVE TEACHERS AS RELATED TO THEIR SELF- EFFICACY AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES

Education is key factor determining the nation's progress. Education plays an important role in the overall development of human beings. School education in the initial years helps in the formation of personality of children whereas higher education shapes the children for facing the challenges of life. The economic development of the country depends fully upon such real assets. Education provide innovative idea and given a supreme place of special importance. Education is the liberating force. It is also a democrating force cutting the barriers of cast and class, smoothing out inequalities imposed by birth and other circumstances. It is fully applicable in the present global environment. Now, people realize that education is important variable to transform a developing nation into a developed nation. Education provides an opportunity to reflect upon the critical social, economic, cultural, moral and spiritual issues facing humanity.

The growth and development of education fully depends upon the extent of role of parents, family, administration and the state. The very purpose of education is to shift the individual over a period of time from being a substance; first, performance and next, image. The content, methodology and philosophy of modern education need to be re-oriented.

Education which shapes and molds the quality of life of the people of a country and whose goals are extremely sacred, influences are permanent and whose development should be placed in the hands of appropriate and dedicated facilitators i.e. the teachers, have to perform a noble and challenging role in the educational process. Teachers play an important role in the field of education. The ancient wisdom and the experience of the present, both in east and west unanimously agree that teacher is the pivot of the educational system. No reform has ever succeeded without their participation. Teacher is the natural role model to the younger

generation, but in today's concept of education, a teacher is required to be more professionally equipped and result-oriented and perfect in subject matter.

In the words of Dewey, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities."

Thomson says, "By education, I mean the influence of the environment upon the individual to produce a permanent change in his habits, of behaviour, of thought and of his attitude. Environment has various aspects; physical, social and cultural. Education should facilitate the task of adaptation of the child to his environment."

A brief description of dependent and independent variables undertaken in the present investigation in given here:

ADJUSTMENT

The dictionary meaning of the word 'adjustment' is, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to cui respond to each other. In some situations, one of the factors may not be changeable and so die, One which has to be modified in some way to suit the extension of a ladder by a suitable length to reach an upper story, Window is good example of such an adjustment. Wearing of clothes according to the requirement of the seasons is another such example as ordinarily, it beyond our capacity to change the season according to our clothes. Modern technology has of course, made it possible in adjust the temperature inside dwelling houses and workplaces to harmonize with our needs. There has been a continuous change between die needs of the individual and the external forces since time immemorial.

Adjustment is the process of finding and adopting modes of behaviour suitable to the environment. Adjustment is an unending process and is sound up with human life. It is the nature of human destiny that at every stage of life and every stratum of society, there are problems to be solved so that further progress and development is attained. It is by this unique, ever present struggle for maintaining equipoise i.e. dynamic adjustment that progress has been made in human history.

The solution of the problems had always led to an improvement or advancement in human resourcefulness and progress. Though unpleasant the problems of adjustment by their solution have led to a fatigable struggle of life. Adjustment as a process is of major interest to psychologists who want to understand a person and his behavior. The way one adjusts himself to his external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences.

Symonds (1933) defined Adjustment as a "satisfactory relation of an organism to its environment".

Coleman, James C; "Adjustment is the outcome of the individual's attempt to deal with stress and meet his needs; also his efforts to maintain harmonious relationships with the environment."

CHARACTERISTICS OF ADJUSTMENT

- Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
- Adjustment implies changes in our thinking and way of life to the demands of the situation.
- Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.
- Adjustment is both a psychological as well as Physiological process.
- Adjustment is multidimensional.
- Adjustment brings happiness and contentment.

SELF-EFFICACY

Self efficacy refers to global confidence in one's coping ability across a wide range of demanding or novel situations. Self-efficacy is defined as peoples' beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motive themselves and behave. They include cognitive,

motivational, effective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such as efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set them challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face to failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient efforts or deficient knowledge and skills which are requirable. They approach threatening situation with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. In contrast, people who doubt their capabilities, shy away from difficult tasks which they view as threats. They have low aspirations and weak commitment to the goals, they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setback. Because, they view insufficient performance as deficient aptitude, it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

FACTORS AFFECTING SELF-EFFICACY AMONG PROSPECTIVE TEACHERS

1. **Experience**: “Mastery experience” is the most important factor deciding a person’s self-efficacy. Simply put, success raises self-efficacy, failures lowers it.
2. **Modeling**: This is a process of comparison between a person and someone else. When people see someone succeeding at something, their self-efficacy will decrease. This process is more effectual where the person sees themselves as similar to his or her model. If a peer who is perceived as having similar ability succeeds, this will usually increase an observer’s self-efficacy. Although, not as influential as past experience. Modeling is a powerful influence when a person is particularly unsure of him or herself.

3. **Social persuasion**: Social persuasions relate to encouragement / discouragements. These can have a strong influence-most people remember times where something said to them significantly altered their confidence. Where positive persuasions increase self-efficacy, negative persuasion decrease. It is generally easier to decrease someone's self-efficacy then it is to increase it.
4. **Physiological Factors**: In unusual stressful situations, people commonly exhibit signs of distress; shakes, aches and pains, fatigue, fear, nausea, etc. a person's perceptions of these responses can markedly alter a person's self-efficacy. If a person gets 'butterflies in the stomach' before public speaking, those with low self-efficacy may take this as a sign of their own inability, thus decreasing their efficacy. Further, while those with high self-efficacy is likely to interpret such physiological sighs as normal and unrelated to his or her actual ability. Thus, it is the person's belief in the implications of their physiological response that alters their self-efficacy, rather than the sheer power of the response.

REVIEW OF RELATED LITRATURE

The survey of the related literature provides maximum knowledge and efficiency to the investigator, it also saved both his time and labor. There is continuity and progressivity in human knowledge rather than repetition and progressivity as in other animals. "Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past".

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. It will only then an effective search for specialized knowledge be possible. The search of reference material is time consuming but very fruitful phase of a research programme. Every investigator must know what resources are available in his field of enquiry, which of them he is likely to use and where and how to find them.

Gibson & Dembo (1984) found that teacher efficacy has been identified as a variable accounting for individual differences in teaching effectiveness. This study

of elementary school teachers developed an instrument to measure teacher efficacy provided construct validation support for the variable, and examined the relationship between teacher efficacy and observable teacher behaviours.

Lal (1985) conducted the study of the adjustment of Scheduled caste students in school of Haryana with reference to some personality variable. The study revealed a significant difference in the scheduled caste group and others on the ego strength, group adherence and self sufficiency.

Subudhi (1990) conducted a study of adjustment of college students in relation to their anxiety and intelligence.

Chandha (1994) conducted a study of adjustment problems of scheduled cast students of Himachal Pradesh. A representative sample of 300 students (150 scheduled caste and 150 of non scheduled caste) studying in the XI class in high and senior secondary schools of district Bilaspur of Himachal Pradesh was selected. For the collection of necessary information Moshim Shamshed Adaptation of Bells Adjustment Inventory (Modified Version, 1987) was used. The major findings of the study were:

(a) The non-scheduled caste students were significantly better adjustment than the scheduled caste students in the area of home and health adjustment.
(b) There is no significant difference in the adjusted problems faced by scheduled caste and non-scheduled caste students in the area of social and emotional adjustment.
(c) Boys were significantly better adjusted than girls irrespective of their caste.

Miller, Pamela Key (2000) conducted a study to examine the relationship between multidimensional personal withers and the adjustment to the college of first time, full time traditional aged, Freshman at north-east state technical community, college in Sullivan country Tennessee.

Elliott (2001) ventured a study and indicated that individualized support correlated with general teaching efficacy. Phase two of the study was conducted with follow-up interview in four elementary schools which indicated that teachers sense of efficacy was enhanced by behaviours of the principal that could be characterized as individualized support, both personal and professional.

James B. Hertle (2002) conducted a study on college student generational status: similarities, differences and factor in college adjustment. This study explored similarities and differences between 130 1st year college students classified as first and 2nd generation. Multiple regression analysis and between group tests were performed to analyze the data. The study found that first generation students reported significantly less parental income and social adjustment for second generation students where as intellectualism predicted better for 1st generation students.

Kemp (2002) examined urban school teachers' self-efficacy beliefs and practices, innovation practices and related factors in integrating technology. The sample consisted of 420 teachers in 11 high schools in one urban district. The result of the study indicated that teachers who had fewer years of teaching experience, grater self reported computer ability, more years of experience in using the internet, access to greater number of computers in their classrooms, and technology professional development training were more likely to have positive attitudes towards technologies, higher levels of self-efficacy practices, and higher scores on innovativeness. Teacher with more years of experience in using the computer were found to have more positive attitudes towards technologies and higher levels of self-efficacy practices. Younger teachers were found to have more positive attitudes towards technologies. Gender was not found to be a significant predictor of the teachers' attitudes toward technologies, self-efficacy, and innovativeness.

Yunus (2003) studied the adjustment of 112 teachers of five intermediate college of Bulland (U.P) and found that total population one half of the teachers were definitely maladjusted of which at least one eighteen needed psychiatric advice. He further analysed serve causes as a source maladjustment. He used his self

constructed inventory consisting of 89 items for this purpose. It was validate against their own personality schedule.

The causes are:

(a) Unhappy material life and other family relation.
(b) Economic difficulties.
(c) Emotional disturbances.
(d) Sex problem.
(e) Occupation dissatisfaction.
(f) Constitution deficiency.
(g) Lake of security feeling due to un-acceptance.

Dwairy (2004) supported the earlier study, where the researcher examined the parental style and psycho-social adjustment of adolescents and relationship between them in gifted as compared to non gifted Arab adolescent. The study result indicated that the authoritarian parenting style is a crucial factor that influences the well being of gifted children and may affect their psychological adjustment.

Bogler & Somech (2004) focused on the relationship between teacher empowerment and teachers' organizational commitment, professional commitment and organizational citizenship behaviour. It examines which subscale of teacher empowerment can best predict these outcomes. Pearson correlations and multiple regression analysis indicated that teachers' perception of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession and to their organizational citizenship behaviours. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizationl and professional commitment while decision-making, self-efficacy and status were significant predictors of organizational citizenship.

Kuruvilla (2006) found that sex and area of residence influenced the emotional adjustment of adolescent from his study on 980 10^{th} std. students using standardized scale of emotional adjustment (kuruvilla 2002). Girls were found to have better adjustment than boys.

Hamid and Thahira (2007) examined Emotional Maturity and Social Adjustment of the students teachers. 600 student teachers were selected from different Teachers Training Institutes of Malapuram District of Kerala. The tools used for the present study were scale of Emotional Maturity and Social Adjustment Scale. The result indicated that Male Student Teachers were more Emotionally Matured and Socially Adjusted than Female Student Teachers. There is a positive relationship between Emotional Maturity and Social Adjustment of student teachers.

Kim (2007) conducted a study to examine early childhood teachers' self-efficacy in science teaching and the related factors that may contribute to the belief. A sample of 263 early childhood teachers who have taught in private and public kindergartens and private public and cooperative day-care centers in korea was selected. Tools used for data collection were; science teaching efficacy belief instrument modified for this study, scale of emotional and material support from teachers institution and demographic questionnaire. Teachers' internal factor, teachers' characteristics, preferences in teaching, teaching attitude towards early childhood science education, self evaluation in science teaching. Second, teachers' educational experiences had a direct positive effect on science teaching self efficacy. Third, support from administrator and colleagues and teaching resources are also important reinforcement for good practice and acknowledge, explicitly, effective for instruction of science to teachers. Fourth, satisfaction with teachers' work place stimulates teachers' internal factors which influence teachers' self- efficacy in science teaching. In addition, teachers' satisfaction has a correlation with their institutional support. Therefore, teachers' satisfaction with work place is also an important predictor which has the probability of impacting teachers' self-efficacy inspiration.

Carey et. al. (2008) examined interrelationships among combat exposure symptoms of post-traumatic stress disorder (PTSD), and family adjustment in a sample of male and female operation models for both male and female veterans, higher combat exposure was associated with higher PTSD symptoms, which in turn were associated with poorer family adjustment although these indirect effects did not reach statistical significance.

Waller (2008) investigated the relationship among teachers' self-efficacy levels, reflective practice, openness to change, experience and use of student response system (SRS) technology. A sample of 481 teachers was taken from public school in North Carolina and Tennessee. Teachers completed the Teachers' Technology Use and Belief Survey (TTUBS) providing data on self-efficacy, self-reflection, demographics, openness to change and use of SRS technology. It was revealed that all correlations among the variables were positive. All were significant with the exception of the correlation between self-efficacy and SRS use. Self-reflection and openness to change were found to positively affect SRS use and were reciprocal. Additional findings revealed that a majority of teachers do not regularly use SRS technology in their instruction and have limited training on the technology. This study finds, for this particular sample, that increasing self-reflection opportunities is positively associated with an increase in SRS use and self-efficacy.

Chan, (2008) assessed two global (general and collective) and seven domain-specific sets of teacher self-efficacy among 273 (118 male and 115 female) Chinese prospective and in-service teachers in Hong Kong participants responded anonymously in groups of about 50 to three self-report scales assembled in a questionnaire. While teachers generally reported having the highest confidence in teaching highly able learners and the least confidence in classroom management, there were significant teacher group differences. Among four groups of teachers, the experienced teachers reported the highest level of global and domain-specific teacher self-efficacy, suggesting that there could be a trend of rising self-efficacy as a teacher went through preparation and teaching practice to become a novice and then a more experienced teacher.

Schwarzer & Hallun (2008) found teacher self-efficacy is studied as a personal resource factor that may protect from the experience of job strain and, thus make the escalation of burnout less likely. Further research should study mechanism by interventions that aim at strengthening teachers self efficacy as a protective resource factor.

Suman (2009) conducted a study to find out the effect of self-efficacy on the teaching effectiveness of senior secondary school teachers. Senior secondary school teachers with different levels of self-efficacy differed significantly from each other with regard to their teaching effectiveness. It may be conducted that teachers with high self-efficacy level have exhibit higher mean of teaching effectiveness as compared to the mean teaching effectiveness score with either moderate or low self-efficacy level. However, the teachers with moderate and low self-efficacy level did not differ significantly from each other with respect to their teaching effectiveness.

M Yuksel (2013) conducted investigating the prospective teachers' level of adjustment in terms of perceived identity, values, and needs. The main purpose of this study is to investigate the prospective teachers' level of adjustment in terms of perceived identity, values, and needs. The searching group includes a total of 273 prospective teachers, 178 of whom are females, and 95 of whom are males. They are either working as paid teachers in the state schools within the boundaries of the Istanbul Metropolitan Municipality or they are attending KPSS (Public Personnel Selection Examination) courses. All of them volunteered to participate in the study. The Hacettepe Personality Inventory and questionnaire developed by the researcher were administered to the participants. T-test and one-way ANOVA (analysis of variance) were used to analyze the data obtained. Those who perceive themselves as having the "foreclosed identity status" and "diffused identity status" have a more intense personal and social maladjustment. It is observed that those with than those with spiritual values experience a more intense personal maladjustment compared those with power values. More intense adjustment problems are observed in prospective teachers with high needs of status and prestige with high needs for love and to be loved by other people. Teachers are the keystones of education and

learning. Therefore, they need to solve their adjustment problems so that they can raise healthy and quality generations.

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Kavita Sarita, (2018) conducted a study of an adjustment of prospective teachers in relation to introversion-extroversion. The present study attempts to explore how the introversion and extroversion nature affect the adjustment. As the failure and success of the teachers in their profession also depends upon their adjustment. This was an empirical research with a sample of 120 prospective teachers who are getting training in three colleges of education affiliated from M.D University, Rohtak city of Haryana. Descriptive survey method was used. Adjustment of prospective teachers was assessed by using Adjustment Inventory for college students (AICS) developed by Singh & Singh and introversion-extroversion nature of prospective teachers were assessed by Introversion-Extroversion Test developed by Aziz & Agnihotris. Statistical techniques i.e. mean, S.D. & 't' test was applied to find out the significance of difference between means. The results indicated that there was no significant difference in adjustment of male and female prospective teachers as well as married and unmarried prospective teachers. Further, the results also indicated that there was no significant difference in adjustment of extrovert male and extrovert female prospective teachers. There is no significant difference in the adjustment of introvert male prospective teachers and introvert female prospective teachers. While no significant difference was found in adjustment of extrovert male prospective teachers and introvert male prospective teachers. There was significant difference was found in the adjustment of extrovert female and introvert female.

SIGNIFICANCE OF THE STUDY

It is a well known fact that a teacher is a nation builder and a real maker of history, therefore a good teacher must have a balanced adjustment. A good teacher is kind polite because he/she has to interact with so many people all the time, who directly influences his/her students.

It has been seen a practical life that a child gives more weightage to his teachers in comparison to his parents. It means a teacher personality and adjustment has more impact on one's life. He significantly influences physical, intellectual, emotional, social, moral, cultural and spiritual development of the pupils. He transforms the pupils mind from ignorance to specialized wisdom. It is the teacher who makes one's life worth living. His influence is confined not only to a particular region or state but it extends to whole nation or even outside it.

As we know that destiny of the nation is shaped in the classroom. So the teacher is a maker of man. He is the keyman on whom depends the future of the child and the mankind. He plays an important role in shaping and molding the personality of a child.

"Teaching is always conducted for some purpose, primarily to facilitate learning. Teacher is the heart and core of educational process. An effective teacher is the greatest asset of an educational system and good educational system is the only hope of all developing nation like ours. The quality of education and standards of achievement inseparably interrelated with the quality of teachers. Self-Efficacy "is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situation". Teachers' level of self-efficacy is believed to be strongly linked to teacher effectiveness and student learning outcome.

Importance of teacher in educational process is unquestionable. However, the entire system of education is shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to the educational upliftment which we are trying to achieve.

The future of the children is quite safe in the hands of well adjusted teachers. On the other hand if teacher suffers from lack of adjustment he is not harming himself but doing a great harm to the children in his charge and to the society at large. So to help the teachers to get rid of adjustment difficulties pertaining to some specific areas of their personal and professional environment, it is essential to identify clearly the specific area or dimensions to teachers adjustment.

Teacher is regarded as the social engineer, social worker, the backbone of society and architect of our future. Now a day's change in education for qualitative improvement takes place. So the teacher should welcome the positive changes taking place in education. A good teacher is supposed to have a sense to feel his paramount importance.

Further the present study is an attempt to measure the adjustment level of prospective teachers. Adjustment is a major concern at all stages of life.

It is the essential process and need of every human being. All human beings survive in the earth through the adjustment process. Hence, the focus of the present study is to assess adjustment level of prospective teachers.

Self-efficacy and adjustment both play a very crucial role in the process of learning. It is acknowledged by all psychologist, educationists and educators that if the human being lack these abilities, their performance and urge to achieve their goals will definitely be hampered.

Hence, the present study was undertaken to assess the adjustment and self-efficacy of prospective teachers.

Therefore investigation of self-efficacy and adjustment on the basis of prospective teachers and certain demographic variables is very important in order to provide certain ways and means to improve or promote their self-efficacy and adjustment so that they can excel in their life.

The aforesaid discussion encouraged the investigator to undertake present research study which may be stated on under:-

STATEMENT OF THE PROBLEM

"ADJUSTMENT OF PROSPECTIVE TEACHERS AS RELATED TO THEIR SELF-EFFICACY AND CERTAIN SOCIO-DEMOGRAPHIC VARIABLES"

OBJECTIVES OF THE STUDY

1. To study adjustment among prospective teachers.
2. To study gender-wise difference in adjustment among prospective teachers.
3. To study differences in adjustment of prospective teachers with respect to their level of self-efficacy.
4. To study the interaction between gender and level of self-efficacy with respect to adjustment of prospective teachers.
5. To study academic stream-wise difference in adjustment among prospective teachers.
6. To study the interaction between academic-stream and level of self-efficacy with respect to adjustment among prospective teachers.
7. To study the social-category wise differences in adjustment among prospective teachers.
8. To study the interaction between social-category and level of self-efficacy with respect to adjustment among prospective teachers.
9. To study the correlation between adjustment and self-efficacy of prospective-teachers.

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in adjustment among prospective teachers.
2. There will be no significant differences in adjustment of prospective teachers with respect to their level of self-efficacy.
3. Gender and level of self-efficacy will not interact significantly with respect to adjustment of prospective teachers.
4. There will be no significant academic stream-wise difference in adjustment among prospective teachers.
5. Academic stream and level of self-efficacy will not interact significantly with respect to adjustment among prospective teachers.
6. There will be no significant social-category wise differences in adjustment among prospective teachers.

7. Social category and level of self-efficacy will not interact significantly with respect to adjustment among prospective teachers.

DELIMITATIONS OF THE STUDY

1. The present study will be restricted only to privately managed B.Ed colleges of Himachal Pradesh that are offering Two year B.Ed. regular course.
2. The present study will be confined only to five districts of Himachal Pradesh to be selected randomly.
3. The study will be delimited to one dependent variable i.e. adjustment and other four independent variables namely self-efficacy, gender, social category, and academic stream.
4. Self- efficacy of prospective teacher will be measured with the help of Teachers' Self- Efficacy Scale by Sood and Sen(2017).
5. Adjustment of prospective teachers will be measured with the help of Teacher Adjustment Inventory by S.K Mangal.

OPERATIONAL DEFINATION OF THE TERMS USED

1. **Adjustment:** Adjustment is the establishment of a satisfactory relationship as representing harmony, adaptation or the like
   (A) Home Adjustment: it includes home environment and interaction with parents-parent's education, occupation, attitudes, economic conditions and discipline in the family.
   (B) Health Adjustment: Satisfactory health adjustment includes those factors which may affect the physical health of an individual such as sleep, fatigue, physical sensory and physical defects etc.
   (C) Social Adjustment: It refers to the problems of socialization in home, school and society. For example: rigidity of rules, lack of money, fear of stranger, lake of confidence etc.

(D) Emotional Adjustment: It refers to the problems of defeat in different social situations, anxieties, fear of examination, darkness and inferiority complex etc.

(E) Overall Adjustment: Refers to the satisfactory global adjustment to the problems of home, health, social and emotional areas.

2. **Self- Efficacy**: is "belief in one's capabilities to organize and execute the course of action required to manage prospective situation". It is person's belief in his or her ability to succeed in a particular situation. It will be measured with the help of a tool; Teachers' Self- Efficacy scale by Sood and Sen (2017).
3. **Social Demographic Variables**

VARIABLES OF THE STUDY

A variable is the characteristics of an individual, group, educational system or the environment that is of interest in research study. Variables are the condition of the characteristics that are manipulated, controlled or observed by the researcher. Variables are necessary requisites for any worthwhile research for the purpose of comparison. Variables can be classified in two major categories according to the way they are used in the research.

In the present investigation, following variables were considered as independent variables:

Independent Variables:

- **Gender:** A gender variable is considered of having two types: Male and Female.
- **Social category:** General, SC and OBC.
- **Academic Stream:** It is considered of having two types i.e. arts streams and science stream. Medical and Non –medical streams are combined and named as science stream. Similarly the arts and commerce streams are combined together and named as arts stream**.**
- **Self- Efficacy:** is "belief in one's capabilities to organize and execute the course of action required to manage prospective situation". It is person's belief in his or her ability to succeed in a particular situation.

Dependent Variables:

- **Adjustment:** Adjustment is the process of finding and adopting modes of behaviour suitable to the environment. Adjustment is an unending process and is sound up with human life.

RESEARCH METHOD TO BE EMPLOYED

In the present investigation 'Survey Technique' under "Descriptive Method of Research" will be used.

SAMPLING

In the present investigation, the procedure of multistage sampling along with the process of stratified random sampling will be followed. At the first stage, five districts will be selected through stratified random sampling technique.

The researcher will select five district out of ten districts (except Kinnaur and Lahul-spiti) of Himachal Pradesh through random sampling procedure. The district Lahul-Spiti has no B.Ed. college. Hence, these two districts will not be taken in universe for sampling. From the sampled five districts, twenty five to thirty B.Ed. colleges will be selected by employing random sampling technique.

The prospective teachers studying in B.Ed. course will be selected by adopting stratified random sampling technique with proportional allocation. Firstly, the researcher will divide the population of prospective teachers in one institution into four strata on the basis of their gender and academic streams (Arts and Science) and then select 30% sample with proportional allocation from each of four stratum by employing random sampling technique. On an average, the researcher will try to include atleast 700 prospective teachers from selected B.Ed colleges.

RESEARCH TOOLS TO BE USED

- For measuring the Adjustment of Prospective Teachers, a standardized inventory by S.K Mangal will be used. This inventory consists of 70 items.

- For measuring the Self-Efficacy of Prospective Teachers, a standardized tool i.e. Teacher's Self-Efficacy scale by Sood and Sen (2017) will be used. This scale consists of 56 items.

PROCEDURE FOR DATA COLLECTION

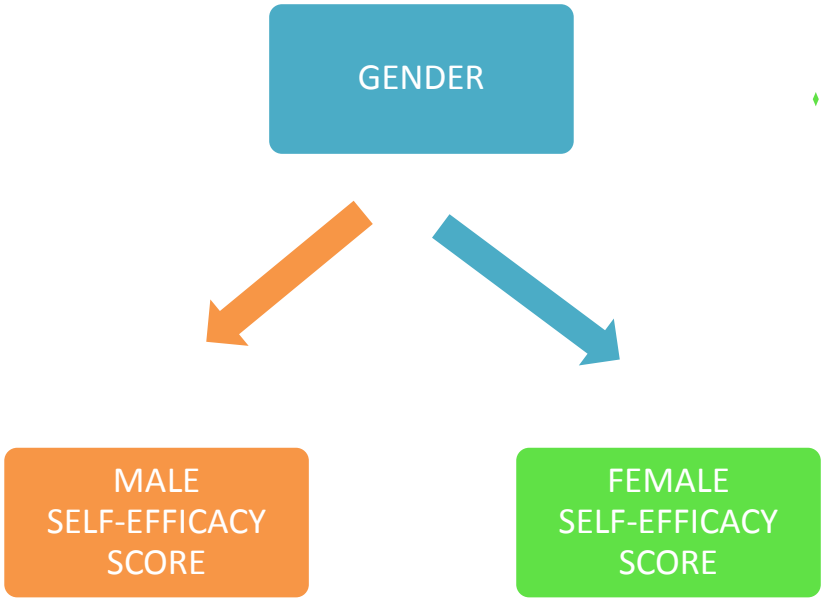
For collecting the data, the investigator will personally visit the selected college. The tools will be administered to the selected sample of prospective teachers with prior permission of head of institutions.

Before getting completed tools from prospective teachers, a proper rapport will be established with them and all of them will be requested to give requisite information on each item in the tools. All of them will be assured that the information furnished by them will be kept strictly confidential and will not be shown even to the managing committee members and principals of the colleges.

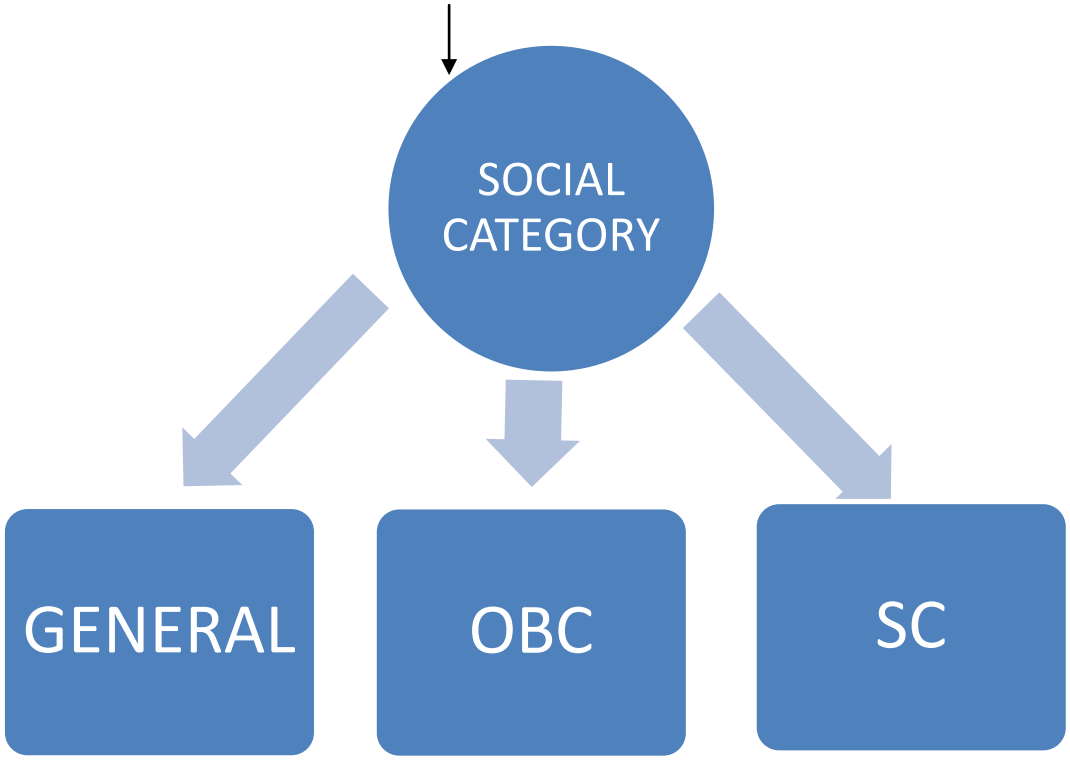
Design of the study

Following research designs will be employed for realizing the objectives of the present study:

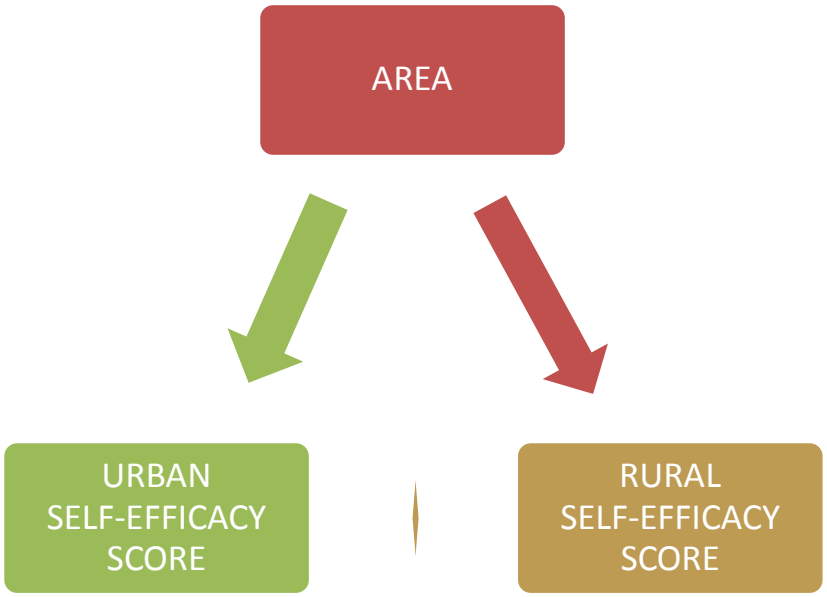
GENDER AND SELF-EFFICACY SCORE



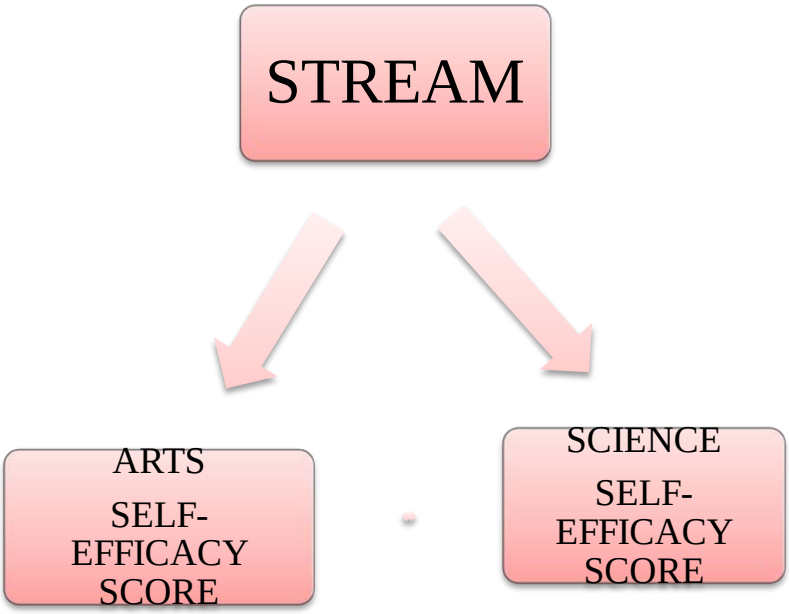
SOCIAL CATEGORY AND SELF-EFFICACY SCORE



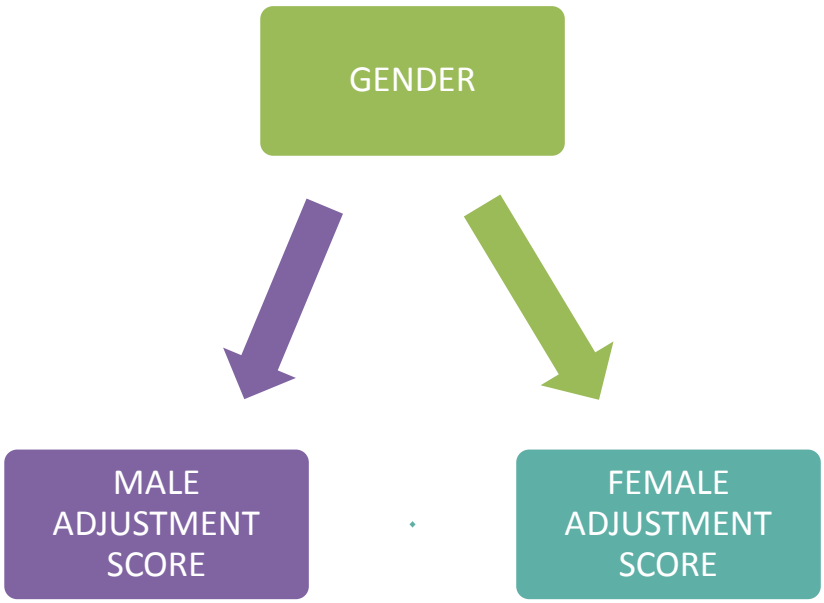
AREA AND SELF-EFFICACY SCORE



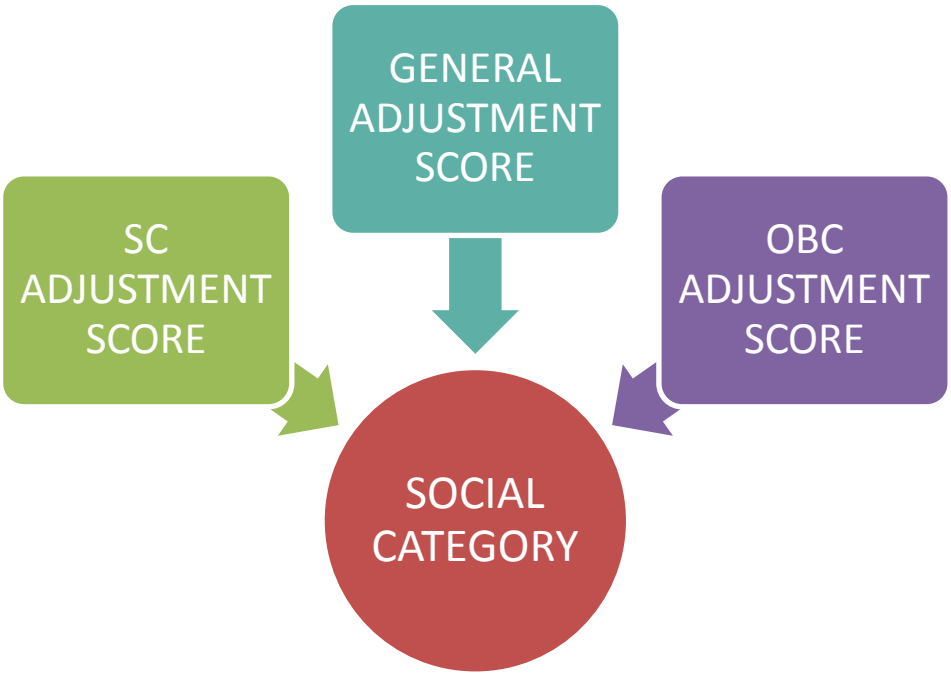
ACADEMIC STREAM AND SELF-EFFICACY SCORE



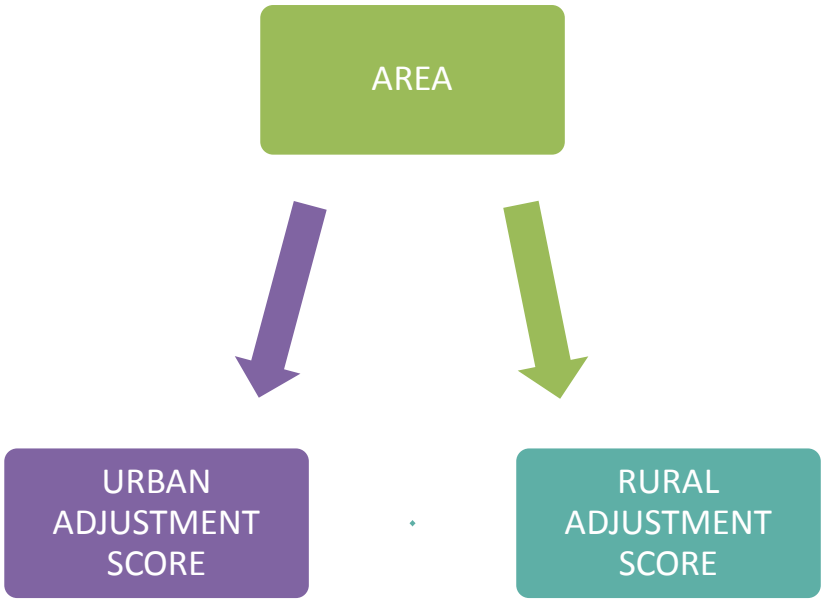
GENDER AND ADJUSTMENT SCORE



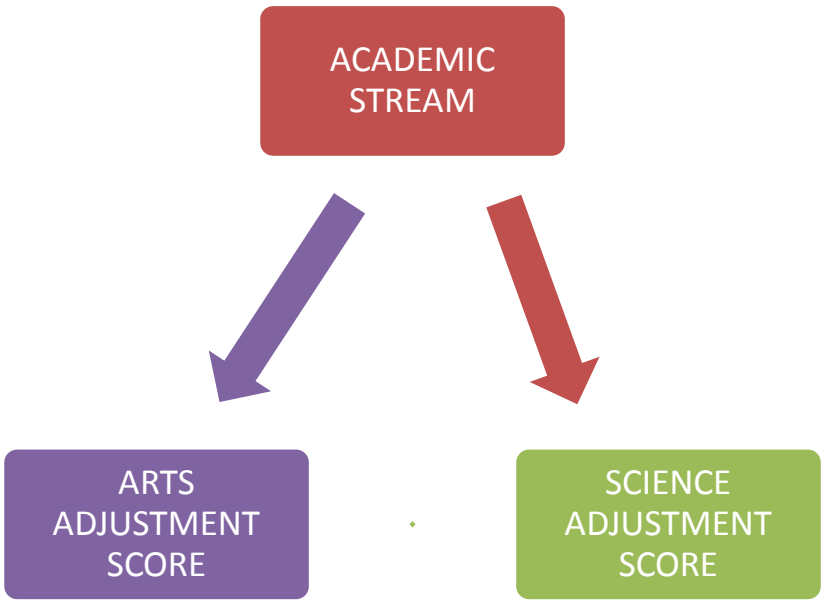
SOCIAL CATEGORY AND ADJUSTMENT SCORE



AREA AND ADJUSTMENT SCORE



ACADEMIC STREAM AND ADJUSTMENT SCORE



STATISTICAL TECHNIQUES TO BE EMPLOYED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed.

First of all, for checking the normality of the data certain descriptive statistics like mean, median, mode, SD, Q.D, Skewness and Kurtosis will be calculated on self-efficacy score and adjustment scores.

Further for studying gender-wise , area-wise and stream-wise differences in self-efficacy and adjustment of prospective teachers, the statistical technique of t-test will be applied. "Analysis of Variance" will be applied.

In order to study the correlation between self-efficacy and adjustment, product moment correlation by karl pearson will be used.

For finding out the main and interactional effects of social category on self-efficacy and adjustment of prospective teachers, the statistical technique of "Analysis of Variance" will be applied.

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